



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date: 5/21/14	Interviewer: Laura Langley	RFA #14 – 09
Person(s) Requesting Assistance: [REDACTED]		
Contact Numbers (telephone, e-mail, etc.): [REDACTED]		
Status of Person(s) Interviewed (title, position, student status, etc.): Student		
Requested Assistance Pertaining To (name, position, policy, project, etc.): Testing accommodation		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☐ Administrator ☐ Faculty ☐ Staff ☐ Student X
 Concern Regarding: Male ☐ Female ☐ Administrator ☐ Faculty ☐ Staff ☐ Student ☐

Category: (Please check at least one)

- | | | | | |
|--|--|---|--|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input checked="" type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression | | | | |

Time Line		
Date	Item	Comments
5/16/14	[REDACTED] came in to EOO and spoke with Lynae	Concern re: difficulty obtaining a testing accommodation from a faculty member and another issue (RFA #14-08). Lynae scheduled intake with Laura Langley for 5/21/14.
5/21/14	LKL intake with [REDACTED]	Regarding this concern, [REDACTED] wants to stay anonymous because he is still a [REDACTED] major and may have class with this professor again. Laura explained his right to be free from retaliation; [REDACTED] still wishes to remain anonymous, and understands that this will limit the University's ability to address his concern. [REDACTED] explained that he receives a testing accommodation through DRS for 100% more time on math exams. In [REDACTED], Professor [REDACTED] signed the DRS form re: testing accommodation for the midterm with no reservations. But then [REDACTED] realized that this accommodation would require him to miss his next class. [REDACTED] therefore asked to begin the [REDACTED] midterm an hour early. Professor [REDACTED] was reluctant to agree to this accommodation due to a concern with academic honesty. The professor asked

		<p>if [REDACTED] could skip his next class. [REDACTED] said no. The professor did agree to allow [REDACTED] to begin the exam an hour early so long as [REDACTED] stayed in the DRS testing center. In that same meeting with the professor, [REDACTED] asked for help with some homework. The professor told [REDACTED] to "go think on it for a bit," rather than helping him at that time. This frustrated [REDACTED] because he had already thought about it and needed help to move forward in his understanding. It made [REDACTED] uncomfortable that the professor declining to help him followed his hesitation about providing an accommodation.</p> <p>Although he received the accommodation, [REDACTED] failed the midterm and withdrew from the class. [REDACTED] does not allege that any issue with the accommodation caused him to fail or to withdraw. But he would like to know whether there is a DRS policy re: rearranging exam times and starting exams earlier. [REDACTED] would also like the professor to be reminded of whatever DRS policies exist re: testing accommodations.</p> <p>Laura will talk with DRS and inform [REDACTED] of what is learned.</p>
5/22/14	LKL t/c to Anna Blick	<p>DRS does not have a policy allowing them to change the time of a proctored exam without the faculty's permission, so they encourage students to schedule accordingly to the extent possible. There is no policy compelling faculty to agree to alternative test times. However, DRS has and will advocate for students and talk with faculty on their behalf about adjusting the time a test is taken and providing assurance that the student will stay in the testing center until the exam begins for the remainder of the class. This has always been successful for DRS.</p> <p>Anna is happy to talk with the student about how DRS can help him in the future. She can also talk with him about priority registration and working with an advisor to eliminate conflicts to the extent possible. Anna would also like to know the name of the faculty member because that will help her in advising other students as well.</p> <p>A communication can be sent to the [REDACTED] Department re: testing accommodations. It may be best for this to come from David to the Department Chair. DRS has communicated with this department in the past re: how to accommodate students and also allay departmental concerns about academic dishonesty.</p>
5/22/14	LKL l/m for [REDACTED]	Spoke with Anna and have information to relay. Please call at your convenience.
5/22/14	[REDACTED] called and spoke with LKL	<p>Laura relayed her conversation with Anna, specifically that DRS does not have a formal policy compelling faculty to agree to alternative test times but that DRS is happy to talk with faculty on behalf of students re: particular testing accommodations needed and that this has been successful for students. Laura relayed to [REDACTED] that Anna is available to talk with him about how DRS can be helpful going forward. [REDACTED] does not feel this is necessary, as he already does priority registration and understands how DRS can help. He knows he can contact Anna in the future if need be.</p> <p>[REDACTED] is willing to have Laura share the faculty member's name with Anna. He also thinks it is a good idea for David to communicate with [REDACTED] about providing testing accommodations for students.</p> <p>[REDACTED] is appreciative of this information. Laura will follow up with him about his other concern after talking with Sue the week after next.</p>
5/27/14	LKL l/m for Anna	Please call.

5/27/14	Anna t/c with LKL	Anna called. Laura relayed the professor's name; Anna has not heard concerns about him in the past. She will follow up with [REDACTED] about reminding [REDACTED] faculty that testing accommodations may look different for different students.
---------	-------------------	--